EMOTIONAL INTELLIGENCE, PERSONALITY AND JOB PERFORMANCE: A STUDY OF INDIAN SERVICE SECTOR

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SYNOPSIS

1. INTRODUCTION

Presently, several organizations continually confront challenges with the quickly evolving environment. Numerous companies are particularly impacted by turbulence connected with globalization, fast advancement, steady development and quick changes in the expectations of stakeholders and so on. Numerous contemplations have demonstrated critical contrasts of human conduct when there are changes in nature [1]. The majority of the progressions is related to the personality, emotional intelligence and job performance. Various researches demonstrated that personality and emotional intelligence were fundamental keys to accomplish hierarchical objectives and succeeding in changing environment [2]. Also, with regard to enhancing organizational effectiveness and improve job performances, organizations are starting to focus on the significance of emotional intelligence (EI) and personality attributes so as to accomplish high job performance [3]. This research aims to determine the relationship between emotional intelligence and personality and their relationship with job performance.

2. LITERATURE REVIEW

2.1. EMOTIONAL INTELLIGENCE

There are numerous definitions of emotional intelligence, a hefty portion of these definitions stems from the advancements of emotional intelligence found in the well-known journals and in books. According to Goleman [4], a reasonable and experimentally valuable definition of emotional intelligence, however, is recognizable because that it considers the term emotion and intelligence important. That is, the significance of emotional intelligence has something particular to do with the canny crossing point of the emotions and musings. For instance, emotional intelligence speaks to a capacity to truly prevail upon emotions and to utilize emotions to upgrade thought.

Emotional Intelligence is the ability to reason about emotions, and of emotions to upgrade considering. It incorporates the capacities to precisely see emotions, to get to and create emotions in order to help thought, to comprehend emotions and emotional information, and to brilliantly control emotions to advance emotional and intellectual growth [5]. Emotional Intelligence alludes to a capacity to perceive the implications of emotion and their connections and to reason and problem-solve on the premise of them. Emotional Intelligence is included with the ability to see emotions, acclimatize emotion-related sentiments, comprehend the data of those emotions, and oversee them [6].

Emotional learning is related to the comprehension of both the determinants and the results of inclinations and emotions, and how they develop and change after some time. Individuals contrast in their mindfulness and comprehension of how distinctive circumstances, occasions, individuals, produce emotions. In this model, emotion alludes to an inclination state (counting physiological

reactions and comprehensions) that passes on data about connections. For instance, happiness is an inclination state that likewise passes on data about connections. Similarly, fear is an inclination state that compares to a relationship - the desire to escape others. In this model, intelligence alludes to the ability to reason truly about data. This utilization of the term emotional intelligence in this design is steady with logical writing in the fields of intelligence, personality psychology and emotions.

Therefore, emotional intelligence incorporates how an individual comprehend others and their emotions, activities and practices towards them. Emotional Intelligence is characterized as the capacity to see and express emotion, acclimatize in thought, comprehend and prevail upon emotion and direct emotion in the self as well as other people [7]. The definition underscores on four noteworthy regions of abilities relating to exactness in (a) seeing emotions, (b) utilizing emotions to encourage thought, (c) understanding emotions and (d) overseeing emotions in a way that upgrades self-improvement and social relations. It is the capacity to recognize precisely and comprehend one's own emotional responses and those of others. It likewise includes the capacity to manage one's emotions to utilize them to use sound judgment and to act adequately

2.2. WHY EMOTIONAL INTELLIGENCE AT WORK PLACE

In recent years, the Emotional Intelligence (EI) has attained extensive consideration inside investigative exploration. EI is seen as an indicator of success in the workplace through its noteworthy relationship with transformational leadership, capacity to encourage work group cohesiveness, reinforce responsibility to the association and grant self-esteem [8]. The use of emotional intelligence in the association incorporates the zones like work force determination, improvement of employees and groups.

Emotional intelligence is normally calculated into the ordinary choices employers make, for example, hiring, firing and advancing employees. Numerous hiring managers study competitors' emotional intelligence by asking particular inquiries amid the hiring procedure, so as to distinguish the individuals who have a higher level of emotional intelligence [9]. They additionally examine the emotional intelligence of their present employees to decide leadership potential. Also, when advancements and salary increases are being viewed as, emotional intelligence is normally calculated into the choice. EI is asserted to influence a wide cluster of work practices, including worker responsibility, collaboration, advancement of ability, innovation, quality of service, and client loyalty [10].

According to Cherniss [11], individuals with elevated scores of emotional intelligence encounter more career success, produce more grounded individual connections, lead all the more successfully, and appreciate preferable wellbeing over those with low EI. In this way, the organizations must mentor their employees in building up their interpersonal aptitudes and mentor them to perform successfully at work with different employees in the organization. The research recommends that individuals with high scores of EI experiences more career success, feel less job

insecurity and lead all the more viably are more versatile to distressing occasions. In today's workplace, it has turned into a profoundly imperative variable for success, impacting profitability, effectiveness and joint effort.

2.3. PERSONALITY

For most of the theorist's personality of an individual includes all of its social, physiological and psychological aspects. In 1998, Ewen [12] defines personality as an extensive collection of individual behavior. According to his belief in his era, there is no absolute definition of personality presented by anyone that is accepted by every researcher and academician. According to Weinten [13], personality is defined as a human being's distinctive collection of constant behavioral characteristic. Every individual possesses different behavioral characteristics that may not be similar to anyone else. Rothbart [14] recommends personality of an individual concern with his intellectual abilities and his attitude about himself, his attitude about people around him and about the entire universe. With the help of remuneration and retribution, we can shape an individual's behavior, his aims and his standard of living. Funder [15] explains that according to the Psychoanalytical theorist view Personality is defined as a continuous cooperation between various autonomously working psychological units. Maddi [16] defines personality by stating Carl Jung's personality theory as a psychic conflict that arises within an individual and assumes that human behavior is regulated by opposing strength of an individual and it provides the foundation of his personality.

2.4. JOB PERFORMANCE

Several researchers have built up a great deal of interest in finding the nature and significance of job performance in the field of modern brain science. It is recommended that the interest is because of the significance of individual, association and society. Boyle et al [17] proposed that job performance is a measure of an individual against his objective, i.e. whether his normal objectives coordinate his results or not. Feddock et al [18] characterized Job Performance as the level of an individual's work accomplished subsequent to having applied exertion. Performance is additionally accepted to be an individual wonder with ecological components which impact the performance of an individual through the impact of their determinants of performance like their capacity and motivational level [19].

Job Performance is the measure of exertion an individual will apply in his or her job [20]. Nasurdin and Khuan [21] characterized the job performance as the methods and communications of a representative to finish and play out his or her errands in the given time. Lopes et al [22] purported that the quantity and quality of work accomplished by an individual or gathering is their job Performance. Kokkinos et al [23] stated that the substance of job performance lies on the requests of the job, objectives, convictions and missions of the association. Customarily, job performance has been conceptualized as how much an individual executes his or her part with reference to certain predetermined standards set by the organization. Job performance is characterized as the

aggregated value of the discrete behavioral science to the association that an individual performs over a standard interval of time [17]. These definitions suggest that Job Performance includes quantity and quality of results from the exertion made by an individual or a group.

3. OBJECTIVES OF THE STUDY

The objectives of this research are:

- To find the relationship between socio-demographic variables (gender, age, education, marital status, income) and Emotional Intelligence.
- To find the relationship between socio-demographic variables and Personality Traits.
- To find the relationship between socio-demographic variables and Job Performance.
- To find the relationship between Emotional Intelligence and Personality Traits.
- To find the relationship between Emotional Intelligence and Job Performance.
- To find the relationship between Personality Traits and Job performance.

4. SIGNIFICANCE OF THE STUDY

India is facing a growing rate of population with less growth in the rate of employment. Many adults enter the workforce without the competencies necessary to succeed or excel in the workplace. Therefore, it becomes important to Focus on factors other than IQ and academics. Research indicates that emotional intelligence is critical for success, IQ just contributes up to 20% to predict one's success and the other variance is produced by factors like Emotional Intelligence and Personality. Emotional Intelligence shapes an individual's personality, measured by personality traits of an individual and control the conduct of the individual which has a solid association with the job performance. Most of the research on Emotional Intelligence in India has focused on the relationship between Emotional Intelligence and leadership. Little Research has been done on the relationship between Emotional Intelligence and Personality furthermore on the relationship between Emotional Intelligence and Job Performance. Be that as it may, little research has been directed at the relationship between Emotional Intelligence, Personality and Job Performance utilizing the same sample. Most research is using tools developed in western countries and most of the research conducted in this area is industry specific. This study attempts to include people from diverse industry and areas to carry out a comprehensive study to extend the empirical base in Indian context. This is one of the first studies where measures like DKEIT, MPI and JPI are used. All the tools are developed in India which adds value to the study and makes it unique. This research will be significant to different organizations as it helps in filling this gap by identifying how Emotional Intelligence and Personality Influence Job Performance.

5. INSTRUMENTATION/MEASURES

5.1. DEEPA KRISHNAVENI EMOTIONAL INTELLIGENCE TEST (DKEIT)

Krishnaveni & Ranganath [24] have developed a self-report emotional scale called as Deepa Krishnaveni Emotional Intelligence Test (DKEIT). This scale has been used as a tool for measurement of EI among the employees. It comprises of 18 items that reflect a versatile inclination toward emotional intelligence. It uses proportion based consensus scoring. The overall reliability of DKEIT is 0.8. The EI test has five ability levels, namely low (26-59), medium (60-66), Moderately High (67- 78), High (78-88) and Very High (89-100). These levels were arrived at based on the scoring pattern of the test. Everything on the questionnaire portrayed a business related conduct. The higher the score the better is the respondent in perceiving, regulating and appraising the emotions of himself and of others. DKEIT is separated into three constituents of EI to be specific perception, appraisal, and regulation.

1. Emotional perception is the ability of a person to translate the different emotional boosts which are a consequence of the distinctive elements of his/her surroundings and sort them out for further handling.

2. Emotional appraisal is characterised as the ability of a person to comprehend the emotional data supplied by the perception procedure and further assess it subjectively, concerning his/ her surroundings, to choose the suitable reactions to the boosts.

3. Emotional regulation is said to be the ability of a person to manage the reaction sustained by the appraisal system in concurrence with the individual/object/circumstance to evoke further constructive outcomes.

5.2. MULTIVARIABLE PERSONALITY INVENTORY (MPI)

Assessment of personality of a person was done with the help of Multivariable Personality Inventory Method proposed by Dr. BC Muthayya [25]. In this the subjects were given the inventory questionnaire and asked to answer in yes/no in their first reaction and not a long drawn thought process. Then the analysis was done with the help of the scoring key of the manual, based on the scores obtained and respective personality was assigned to the individual subjects. This inventory was developed to assess some of the personality attributes among the working professionals in India. With the help of information available in the literature relevant to the subject, nine personality variables were selected, viz., empathy, ego ideal, pessimism, introversion, neuroticism, need-achievement, self-confidence, dogmatism, and dominance, these variables were measured on an interval scale. A brief description of these variables is presented.

1. Dominance: The primary desires prevalent in such persons are for power, prestige and material gain. Some of the behavioral components of this variable are to control one's human

environment, to direct and to influence the behavior of others by suggestion, reduction, persuasion or command.

2. Neuroticism: This concept implies a heightened sensitivity to stressful environmental situations; a low degree of stress-tolerance. Neuroticism has been summarized in terms of four major categories: excessive and conflicting motivations, instability, inadequate coping procedures and low-esteem.

3. Empathy: This variable, otherwise known as interpersonal sensitivity, has been considered important for people especially in the working environment. This involves the realization and understanding of another person's feelings, needs, and sufferings. It is a self-conscious effort to share and comprehend accurately the presumed consciousness of another person.

4. Need-achievement: This implies a desire or tendency to complete a task where, (a) winning is the primary concern (b) affective concern over one's goal attainment, and (c) it involves meeting a self-imposed requirement of a good response. Any performance its outcome or the capacity to produce it, is viewed, experienced and judged within a frame of reference based on various standards of excellence.

5. Ego-Ideal: The ego-ideal is composed of all the fantasies which portray the person as a hero, accomplishing great deeds or achieving recognition. Taken together, at any stage of an individual's life, they represent his highest hope, the dramatization of himself as a man of destiny. Failure to actualize his instated fantasy depresses him. The ego ideal usually consists of a composite of internalized examples.

6. Introversion: The introvert tends to be self-oriented and introspective. His extreme concern for internal matters may result in insufficient attention to practical affairs and his values are more apt to be idealistic or sentimental than realistic. He tends to behave in a serious, quiet, constrained, even inhibited manner and avoids social gatherings and personal involvements. The introvert tends to be highly ego-involved in achievement or in competitive situations and thus vulnerable adventure in high risk-situations. Resignation or withdrawal from the stress-situation is the natural response of the introvert.

7. Self-confidence: To be a leader in any situation, an individual must appear to make a positive contribution to the group. According to some; self-confidence has a positive relationship with leadership. Therefore, self-confidence is an important variable as it indicates the extent of assurance one possesses about one's capacities and abilities are not only confronting problem situations but also in finding solutions to them.

8. Dogmatism: It is any ideology regardless of content: an authoritarian outlook on life, on intolerance towards those with opposing beliefs and a sufferance of those with similar beliefs; a closed way of thinking. To say that a person is dogmatic or that his belief-system is closed, is to say something about the way he believes and the way he thinks not only about single issues but also about networks of issues.

9. Pessimism: It is a tendency to look upon the future with uncertainty, disbelief or disdain accompanied, sometimes, by expectation of negative happenings regardless of the actualities of the situation.

The 9 variables falling under personality were reduced to 3 variables named Personality Trait 1, Personality Trait 2 and personality Trait 3. Personality Trait 1 comprises of Neuroticism, Pessimism, Introversion and Need achievement. Personality Traits 2 comprises of Empathy and Ego Ideal. Personality Trait 3 comprises of self-confidence.

5.3. JOB PERFORMANCE INVENTORY (JPI)

Job Performance Inventory (JPI) was utilized to gauge the performance of the employees. The creators defined this apparatus to gauge the general job performance of the employees. In this inventory, 14 items were utilized to evaluate the job performance of the employee wherein the immediate chief or supervisor surveyed, these practices on a 5-point scale running from 2 (always) to - 2 (never). Higher score demonstrates that the employee is a good performer. JPI is partitioned into four sections to be specific accuracy, competence, punctuality and teamwork; the scores of these four segments exactly anticipate an individual's job performance.

1. Accuracy: Accuracy is liberty from mistakes and closeness to truth caused by the activity of meticulous consideration or due ingenuity.
2. Competence: A group of related capacities, duties, learning, and abilities that empower a man to act viable in a job or circumstance.
3. Punctuality: Punctuality is having the capacity to finish a required assignment or satisfy a commitment before or at a formerly assigned time.
4. Teamwork: The way toward working cooperatively with a team of individuals to accomplish an objective is teamwork. It is regularly a critical piece of business, as it is essential for team members to function admirably together, attempting their best in any condition. Teamwork implies that individuals will attempt to coordinate, utilizing their individual abilities and giving helpful input, in spite of any individual clash.

6. SAMPLE

Sample was collected from middle level managers of the Indian Service Sector and the sample size was 685.

7. HYPOTHESIS AND FINDINGS

7.1. OBJECTIVE 1

The following hypothesis were formed to find the relationship between socio-demographic variables and Emotional Intelligence.

1. $H_0 1$ = There is no significant difference in Emotional Intelligence of men and women.
2. $H_0 2$ = There is no significant difference in Emotional Intelligence of married and unmarried respondents

3. $H_0$3 = There is no significant difference in Emotional Intelligence of under graduate and post graduate respondents.

4. $H_0$4 = There is no significant difference in Emotional Intelligence in different age groups.

5. $H_0$5 = There is no significant difference in Emotional Intelligence in different income groups.

7.1.1. FINDINGS:

1. An independent sample t-test was conducted to compare Emotional Intelligence of male and female respondents. The results suggest that females are more Emotionally Intelligent than their male counterparts.
2. An independent sample t-test was conducted to compare Emotional Intelligence of married and unmarried respondents. The results suggest that marital status does not impact Emotional Intelligence.
3. An independent sample t-test was conducted to compare Emotional Intelligence of under graduate and post graduate respondents. The results suggest that post graduate respondents are more Emotional Intelligent than undergraduate respondents.
4. A one-way ANOVA was conducted to compare Emotional Intelligence among different age groups. The results suggest that Emotional Intelligence varies with age.
5. A one-way ANOVA was conducted to compare Emotional Intelligence among different income groups. The results suggest that there is no significant difference in Emotional Intelligence among different income groups.

7.2. OBJECTIVE 2

The following null hypothesis were formed to find the relationship between socio-demographic variables and Personality Traits.

1. $H_0$1 = There is no significant difference in Personality Trait 1 of men and women.

2. $H_0$2 = There is no significant difference in Personality Trait 2 of men and women.

3. $H_0$3 = There is no significant difference in Personality Trait 3 of men and women.

4. $H_0$4 = There is no significant difference in Personality Trait 1 of married and unmarried respondents.

5. $H_0$5 = There is no significant difference in Personality Trait 2 of married and unmarried respondents.

6. $H_0$6 = There is no significant difference in Personality Trait 3 of married and unmarried respondents.

7. $H_0$7 = There is no significant difference in Personality Trait 1 of the Undergraduate and post graduate respondents.
8. $H_0$8 = There is no significant difference in Personality Trait 2 of the Undergraduate and post graduate respondents.
9. $H_0$9 = There is no significant difference in Personality Trait 3 of the Undergraduate and post graduate respondents.
10. $H_0$10 = There is no significant difference in Personality Trait 1,2,3 in different age groups.
11. $H_0$11 = There is no significant difference in Personality Trait 1,2,3 in different income groups.

7.2.1. FINDINGS:

1. An independent sample t-test was conducted to compare Personality Trait 1 in male and female respondents. The results suggest that gender does not impact the traits falling under Personality Traits 1.
2. An independent sample t-test was conducted to compare Personality Trait 2 in male and female respondents. The results suggest that male respondents score higher in empathy and the ego ideal than the female respondents which fall under personality traits 2.
3. An independent sample t-test was conducted to compare Personality Trait 3 in male and female respondents. The results suggest that there is no difference in self-confidence of male and female respondents.
4. An independent sample t-test was conducted to compare Personality Trait 1 in married and unmarried respondents. The results suggest that marital status does not impact the traits falling under Personality Traits 1.
5. An independent sample t-test was conducted to compare Personality Trait 2 in married and unmarried respondents. The results suggest that marital status does not impact the traits falling under Personality Traits 2.
6. An independent sample t-test was conducted to compare Personality Trait 3 in married and unmarried respondents. The results suggest that there is no difference in self-confidence of married and unmarried respondents.
7. An independent sample t-test was conducted to compare Personality Trait 1 in under graduate and post graduate respondents. The results suggest that education does not impact the traits falling under Personality Traits 1.
8. An independent sample t-test was conducted to compare Personality Trait 2 in under graduate and post graduate respondents. The results suggest that education does not impact the traits falling under Personality Traits 2.

9. An independent sample t-test was conducted to compare Personality Trait 3 in under graduate and post graduate respondents. The results suggest that education does not impact the traits falling under Personality Traits 3.
10. MANOVA was conducted to find if there was a statistical difference in Personality Trait 1, Personality Trait 2 and Personality Trait 3 among different age groups. The results suggest that there is no significant difference in Personality Traits in different age groups.
11. MANOVA was conducted to find if there was a statistical difference in Personality Trait 1, 2 and 3 among different age groups. The results suggest that there is no significant difference in Personality Traits in different income groups.

7.3. OBJECTIVE 3

The following null hypothesis were formed to find the relationship between socio-demographic variables and Job Performance.

1. $H_0$1= There is no significant difference in Job Performance of men and women.
2. $H_0$2 = There is no significant difference in Job Performance of married and unmarried respondents.
3. $H_0$3 = There is no significant difference in Job Performance of under graduate and post graduate respondents.
4. $H_0$4 = There is no significant difference in Job Performance in different age groups.
5. $H_0$5 = There is no significant difference in Job Performance in different income groups.

7.3.1. FINDINGS:

1. An independent sample t-test was conducted to compare Job Performance of male and female respondents. The results suggest that females are better performers than their male counterparts.
2. An independent sample t-test was conducted to compare Job Performance of married and unmarried respondents. The results suggest that marital status does not impact Job performance.
3. An independent sample t-test was conducted to compare Job Performance of under graduate and post graduate respondents. The results suggest that education does not impact the Job Performance of employees.
4. A one-way ANOVA was conducted to compare Job Performance between different age groups. The results suggest that there is no significant difference in Job Performance among different age groups.

5. A one-way ANOVA was conducted to compare Job Performance among different income groups. The results suggest that there is no significant difference in Job Performance among different income groups.

7.4. OBJECTIVE 4

The following null hypothesis were formed to find the Relationship Between Emotional Intelligence and Personality Traits.

1. $H_0$1 = There is no relationship between Emotional Intelligence and Personality Trait 1.
2. $H_0$2 = There is no relationship between Emotional Intelligence and Personality Trait 2.
3. $H_0$3 = There is no relationship between Emotional Intelligence and Personality Trait 3.

7.4.1. FINDINGS:

1. A stepwise multiple linear regression was calculated to predict Personality Trait 1 based on the respondents Emotional Intelligence (emotional perception, emotional appraisal and emotional regulation). The results suggest that only emotional regulation predicts Personality Trait 1.
2. A stepwise multiple linear regression was calculated to predict Personality Trait 2 based on the respondents Emotional Intelligence (emotional perception, emotional appraisal and emotional regulation). The results suggest that only emotional regulation and emotional perception predict Personality Trait 2.
3. A stepwise multiple linear regression was calculated to predict Personality Trait 3 based on the respondents Emotional Intelligence (emotional perception, emotional appraisal and emotional regulation). The results suggest that only emotional regulation and emotional perception predict Personality Trait 3.

7.5. OBJECTIVE 5

The following null hypothesis was formed to find the Relationship Between Emotional Intelligence and Job Performance.

1. $H_0$1 = There is no relationship between Emotional Intelligence and Job performance.

7.5.1. FINDINGS:

A stepwise multiple linear regression was calculated to predict Job Performance based on respondents Emotional Intelligence (emotional perception, emotional appraisal and emotional regulation). The results suggest that Emotional Intelligence produce 55.7% variance in an individual's Job performance.

7.6. OBJECTIVE 6

The following null hypothesis was formed to find the Relationship Between Personality Traits and Job Performance.

1. $H_0 1$ = There is no relationship between Personality Traits and Job performance.

7.6.1. FINDINGS:

A stepwise multiple linear regression was calculated to predict Job Performance based on the respondents Personality traits. The results suggest that Personality Traits produce 10.9% variance in an individual's Job performance.

8. IMPLICATIONS

Emotional intelligence is said to influence the success with which employees interact with their colleagues, the strategies they use to manage conflict, stress, and overall job performance. Along with this study, preliminary findings suggest that EI and personality traits positively contributes towards several aspects of job performance. Employees with higher scores on EI scale also received better peer or supervisor ratings of interpersonal facilitation, stress tolerance, and leadership potential than those with lower scores of EI. Emotional intelligence has been associated with managers who conduct themselves in ways that are supportive of the goals of the organization, according to the ratings of their supervisors.

The cost-effectiveness of emotional intelligence and personality assessment in the workplace has been an area of interest. Several studies have reported the economic value of hiring staff based on emotional intelligence and personality traits. In a report to Congress, the Government Accounting Office outlined the amount saved when the United States Air Force used Bar-On's Emotional Quotient Inventory (EQ-I) to select program recruiters. By selecting those individuals who scored highest in emotional intelligence as recruiters, they increased their ability to select successful recruiters by threefold and saved $3 million annually. The researchers recommend that the organizations in India should also employ Emotional Intelligence test at the time of recruitment and selection so that they can employ individuals who are better performers and an asset to the organization. The impact of personality on the job performance of the human resources is absolutely clear and many organizations use this effect for hiring their employees in the west. Personality is one of the most significant topics considered by the job advisors. The appointment of the right people in the right jobs significantly enhances the individual and the organizational performance. Clearly, the individuals have different personalities just like the different characteristics of the careers. Based on this method, many efforts are made to appoint the right people in the right jobs. Therefore, it is suggested that the organizations in India should assess the personality of the people who they are hiring so that they can select the right candidate and save both time and money.

Every organization spends hefty amount of money on Training and development of their employees. A strong interest in the professional applications of emotional intelligence is apparent in the way organizations have embraced E.I. ideas. The American Society for Training and Development, for example, has published a volume describing guidelines for helping people in organizations cultivate emotional intelligence competencies which distinguish outstanding performers from average ones [26]. A study by Boyatzis [27] found that when partners in a multinational consulting firm were assessed on E.I. competencies, partners who scored above the median on nine or more competencies delivered $1.2 million more profit than did other partners. Cherniss and Goleman estimated that by not following training guidelines established to increase emotional intelligence in the workplace, industry in the United States is losing between $5.6 and $16.8 billion a year. They found that the impact of training employees in emotional and social competencies with programs which followed their guidelines was higher than for other programs, and by not implementing these programs companies were receiving less of an impact and consequently losing money. The researchers suggest that organizations in India should also include Emotional Intelligence and Personality assessment as a part of their training and development so that their existing employees can improve their EI and become aware about their personality traits so that they can further use it in a more effective and efficient performance. This will further lead to personal and organizational success.

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1. Priyam Dhani, Tanu Sharma: *EI; HISTORY, MODELS AND MEASURES*. International Journal of Science, Technology and Management. 5 (7),189-201, 2016.
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Book Chapters

1. Priyam Dhani, Tanu Sharma: *Relationship between Emotional Intelligence and Job Performance*. New Dimensions for Dynamic Business Practices, 289-291, 09/2016. ISBN: 978-93-5213-282-9.
2. Priyam Dhani: *Implications of Emotional Intelligence.* In book: Transformation in Business Governance, Chapter: Implications of Emotional Intelligence, Publisher: Shroff Publishers & Distributors Pvt. Ltd., Editors: Dr. S. M. Anas Iqbal, pp.141-146

Conference Proceedings

1. Priyam Dhani, Tanu Sharma: *Impact of Gender on Emotional Intelligence and Leadership; A study in Indian Context.* 2nd International HR Conference on Emotional Intelligence, Mumbai. 01/2015.
2. Priyam Dhani, Tanu Sharma: *Gender Differences in Emotional Intelligence and Job Performance of Service Sector Employees in India.* International Conference on Contemporary issues in Science, Engineering & Management (ICCI-SEM-2017), Bhubaneswar. 05/2017.

CONFERENCES

1. 2nd International Conference on Contemporary issues in Science, Engineering & Management, held at Gandhi Institute for Technology, Bhubaneswar on 27th may, 2017.
2. 5th International Conference on Paradigm Shift in Innovative Business Management held at Vashisht School of Management, Indore on 10th December 2016.
3. 5th International Conference on Science, Technology and Management held at India International Centre, New Delhi on 30th July, 2016.

4. 4th International Conference on Dynamism and Contemporary Practices of Business Management held at Vashisht School of Management, Indore on 5th December 2015.
5. 2nd International HR Conference on Emotional Intelligence, held at K. J. Somaiya Institute of Management Studies and Research, Mumbai on 23rd January, 2015.

WORKSHOPS

1. Workshop on "Emotional Intelligence" held at K. J. Somaiya Institute of Management Studies and Research, Mumbai on 22nd January, 2015.
2. "Turning point workshop on Emotional Intelligence" held at Holiday Home Shimla on 7th September, 2014.
3. Workshop on "Tools and Techniques for Data Analysis in Management Research" held at Jaypee University of Information Technology from 12th to 14th December 2013.
4. Organised a workshop on Emotional Intelligence at Hotel Holiday Home on 14th April 2015.